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ABSTRACT

Based on the data provided by the American College Testing Program (ACT), this report summarizes the characteristics of the 12,196 Illinois community college freshmen who took the ACT examination in Fall 1979. The summary focuses on: (1) the average ACT scores of the community college students on the English, Mathematics, Social Studies, and Natural Sciences subtests: (2) the distribution of ACT scores and high school grades: (3) Illinois students' ACT scores compared with national averages: (4) ACT scores and high school grades from 1973 to 1979: (5) the reasons cited by students for attending community colleges: (6) students' special educational needs: (7) educational degree aspirations: (8) students' ethnic background and income level: (9) educational majors and vocational choices: (10) estimated family income: and (11) students' financial aid needs. Major findings reveal that the average ACT composite score for Illinois public community college freshmen in 1979 was 16.2, representing a decrease from the 1973 average of 18.0. Of the freshmen, 57% wanted to obtain a bachelor's degree, 56% indicated that they would apply for financial aid, and 40% expressed a need for additional help in math and study skills. Data tables and graphs are provided throughout the report comparing findings with state and national norms. (JP)

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Illinois Community College Board

ABSTRACT OF THE AMERICAN COLLEGE TESTING CLASS PROFILE FOR FALL 1979 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

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ABSTRACT OF THE ACT CLASS PROFILE FOR FALL 1979 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

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PREFACE

Studies on the characteristics of community college students are of particular interest to the local colleges, the Illinois Community College Board, and to other state agencies. For this reason, during the last seven years, the ICCB has made arrangements to purchase the American College Testing (ACT) Class Profile for students enrolled in Illinois public community colleges. This statewide class profile provides student characteristics and ACT test results in the very same format as the class profile report which each college gets for the students who take the ACT test and enroll at its institution.

The primary use of the ACT Class Profile of students enrolled in Illinois public community colleges is to enable the local community colleges to compare the characteristics of their students with the characteristics of other community college students in the state and in the nation rather than with four-year college and university students. The characteristics of community college students are distinctly different from those of university students. For example, the community college students have lower average ACT scores overall, different special educational needs, different educational aspirations, and different reasons for going to college than students attending senior institutions.

The ICCB does not require community college students in Illinois to take the ACT test nor do all colleges require the ACT test, although it is the most commonly used entrance test in the state. The Illinois Public Community College Act Section 103-17 does specify that colleges shall admit students qualified to complete any of their programs as long as space allows and that students allowed entry into college transfer programs must have ability and competence similar to that possessed by students admitted to state universities. If space does not allow admitting all students applying into a given program, the community college must accept those best qualified, using rank in class and ability and achievement tests as guides. Many community colleges use the ACT test and high school grade point average as two of the basic criteria for these purposes.

Although the reader may wish to use the entire ACT Class Profile Report of 1979-80 Illinois Public Community College Freshmen for detailed study and comparison, this abstract is prepared to give a brief overview of the highlights contained in that report and to provide a comparison of the characteristics of Illinois community college students with state and national norms. The format presented in this abstract might also serve as a model for a brief profile of student characteristics at the local community college.

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HIGHLIGHTS OF THE FALL 1979 ACT CLASS PROFILE

The highlights listed below identify the characteristics of 12,196 students who took the American College Testing Program (ACT) test and enrolled as freshmen during the Fall 1979 term at an Illinois public community college.

1. This report showed that the average ACT composite score for Illinois public community college freshmen who took the ACT test was 16.2* and their average high school grade point average was 2.6 (C+**). The average score on the various tests were as follows: English 16.0, Mathematics 14.7, Social Studies 14.8, and Natural Science 18.9. (See Page 2 for further details.)

2. The comparison of average ACT scores and high school grade averages of Illinois public community college Fall 1979 freshmen with national norms for all college freshmen shows that national norms are higher than the average ACT scores and high school grade averages of Illinois public community college students. This reflects the fact that the public community colleges have open admission policies rather than selective admission which is often based on a minimum ACT score and high school grade average at many four-year institutions. (For further details see Page 3.)

3. An analysis of ACT scores and high school grade averages of Illinois public community college students since 1973, shows that average ACT composite scores have decreased each year from 18.0 for Fall 1973 freshmen to 16.2 for Fall 1979 freshmen while the average high school grades increased from 1973 to 1977 but have remained stable since 1977. (See Page 8 for details.)

4. The single most important factor in making a college choice by the Fall 1979 freshmen enrolled in Illinois public community colleges who took the ACT test was "Field of Study" which was selected by 49% of the students. Other factors which were often indicated as being the most important were: tuition cost (20%), location (19%), and type of institution (10%). (For more details, see Page 9.)

5. Community college freshmen who took the ACT test indicated a need for improving math skills (44%), for assistance in choosing a major (44%), for improving study skills (41%), for improving reading skills (37%), for personal counseling (30%), and for improving writing skills (28%). (For further information, see Pages 10 and 11.)

6. Illinois public community college Fall 1979 freshmen who took the ACT test expressed the following educational degree aspirations: 57% of the students aspired to obtain a bachelor's degree or higher, 31% of the students aspired to obtain a two-year degree, and 6% aspired to obtain a certificate of less than two years in length. (See Pages 12 and 13 for details.)

*The range of scores on the ACT test is from a low of 1 to a high of 36 with the national average for 1979 being 18.9.

**Grade point average calculated on a "four-point" scale with A=4, B=3, C=2, D=1, F=0.

7. The Business/Commerce profession was the most popular first vocational choice (22%) of the Illinois public community college freshmen taking the ACT test. This field was also selected as the most often planned educational major. (See Pages 15 through 17 for more information.)

8. Over one-half (56%) of all community college freshmen taking the ACT test indicated that they would apply for financial aid assistance, and the same percentage of students indicated that they expected to work while in college and would like some assistance in locating employment. (See Pages 20 and 21 for additional information.)

INTRODUCTION

The American College Testing Program (ACT) is probably the most widely used testing program by colleges and universities in the Midwest for admission, placement, and counseling purposes. Although many public community colleges in Illinois do not require the ACT test for admission, it is the most often used standardized national test in Illinois community colleges. In addition, many high school students take the ACT test during their junior or senior year in high school prior to deciding which college they want to attend and hence, their scores are available even if the college does not require them for admission. For these reasons, we would expect the sample in this ACT profile to represent primarily full-time students directly out of high school more so than students who are older and have enrolled in the community college. The data in the ACT Class Profile verify these conclusions, For example, 73% of the Illinois community college students taking the ACT test were 18 or 19 years old during 1979, 72% were full-time students, and 85% planned to attend college during the day.

This report includes data for 12,196 students who took the ACT test. These students were mostly full-time, first-time enrolled freshmen at community colleges. The number of full-time, first-time freshmen enrolled in Illinois public community colleges was approximately 31,000* students, hence, the proportion of these students who took the ACT was fairly large. However, since many community college students are part time, the ACT characteristics cannot be applied to all students. The 12,196 students represent approximately 7% of the total freshmen enrollment in the community colleges. Hence, the characteristics presented in this report represent only those community college students who took the ACT test and cannot be generalized to all community college students.

Individual student ACT data are very useful tools for academic counseling, class placement, and assessing needed special services. These data become even more useful when compared to the college's ACT Class Profile. The Class Profile is very useful in describing the student characteristics at a given college and for assessing the needs for various types of services that may be indicated. For example, the Class Profile is a valuable source of data for admissions, financial aid, placement, counseling, student activities, and instructional programs. Again, these data become more beneficial when statewide community college norms are available. This is one of the purposes of the State Composite ACT Class Profile for Illinois community college students.

*Source - Illinois Board of Higher Education

AVERAGE ACT SCORES OF FALL 1979 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Table 1 below shows the average American College Testing (ACT) scores on the various subtests for the freshmen enrolled in Illinois public community colleges during the Fall 1979 term who took the ACT test. The standard scores on the ACT tests range from a highest possible score of 36 to a low of 1. The national average score, for all college bound freshman, for each of the ACT tests is around 18 although it varies slightly among the subtests and from year to year. The data in Table 1 are presented separately for men and women because there is a marked difference on some of the subtest averages for these two groups. Men obtained higher average scores in natural science, mathematics, social sciences, and the overall composite, while women obtained higher scores in English.*

Table 1 provides statewide data for Illinois public community college students which are very useful for local use in analyzing the ACT Class Profile. The comparison at the local level should carefully consider the sample of students who take the ACT tests at the local college.

Table 1

MEAN ACT STANDARD SCORES* OF FALL 1979 FRESHMEN ENROLLED IN ILLLINOIS PUBLIC COMMUNITY COLLEGES

ACT TEST	Men	Women	Total
English	15.2	16.6	16.0
Mathematics	15.9	13.8	14.7
Social Studies	15.5	14.3	14.8
Natural Sciences	19.9	18.1	18.9
Composite	16.8	15.8	16.2
Number of Students	5,365	6,831	12,196

ACT scores range from a high of 36 to a low of 1. *t-test for the differences between men and women was significant at the .01 level for each student.

DISTRIBUTION OF ACT SCORES AND HIGH SCHOOL GRADES OF ILLINOIS COMMUNITY COLLEGE FRESHMEN

Table 2 shows a comparison of the distribution of ACT composite scores of Illinois community college Fall 1979 freshmen with national norms. This analysis shows that about 25 percent of the Fall 1979 freshmen enrolled in Illinois public community colleges had very high academic ability as measured by the ACT test. For example, 4% of these students had ACT scores in the 26 to 36 range, and 18% in the 21 to 25 range. This accounts for 22% of the Fall 1979 freshmen in the ACT profile who were enrolled in Illinois public community colleges and indicates that these students could have been admitted to most four-year colleges but chose instead to enroll at a community college.

Table 2

COMPARISON OF THE DISTRIBUTION OF ACT COMPOSITE SCORES OF ILLINOIS COMMUNITY COLLEGE FALL 1979 FRESHMEN WITH ALL ENROLLED FRESHMEN IN THE ACT NATIONAL SAMPLE

ACT Standard Score	Ill. Pub. Comm. Coll. Enrolled Fall 1979 Freshmen	ACT National Sample Enrolled Fall 1979 Freshmen
26-36	4%	14%
21-25	18%	28%
16-20	30%	28%
1-15	47%	30%

Table 3 below shows a distribution of the students among the various grade categories. This analysis shows what percentage of the Fall 1979 Illinois community college freshmen had high school grades in each of the grade categories and revealed that 65% of these students had high school grade averages of A or B with an additional 33% having a C grade average. Only 2% of the Fall 1979 Illinois community college freshmen reported a high school grade average of a D.

Table 3

COMPARISON OF THE PERCENTAGE OF ILLINOIS COMMUNITY COLLEGE FALL 1979 FRESHMEN IN VARIOUS HIGH SCHOOL GRADE CATEGORIES WITH ALL NATIONAL COLLEGE BOUND STUDENTS

Grade Point Average	Typical Grade	Ill. Comm. Coll. Enrolled Freshmen	ACT National Sample Enrolled Students
3.50 - 4.00	A	14%	32%
2.50 - 3.49	B	51%	50%
1.50 - 2.49	C	33%	18%
0.50 - 1.49	D	2%	1%
0.00 - 0.49	F	0%	0%

COMPARISON OF AVERAGE ACT SCORES OF ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1979 FRESHMEN WITH NATIONAL NORMS

Table 4 below shows a comparison of average ACT scores of Illinois public community college Fall 1979 freshmen who took the ACT test with averages obtained by all university and college bound students in the United States who took the ACT test. These data show that the average ACT scores of Illinois community college freshmen were slightly lower than for the national sample of all freshmen enrolled at colleges and universities in the United States. These data are not at all surprising but simply reflect the fact that the public community colleges of Illinois have "open admission" policies and do not select students on the basis of admission test scores (often the ACT test) as do many four-year colleges and universities. In addition, the sample of Illinois community college students include students in the various occupational certificate and degree programs, general studies certificate programs, as well as students in the baccalaureate programs.

Table 4

A COMPARISON OF AVERAGE ACT SCORES OF ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1979 FRESHMEN WITH NATIONAL NORMS

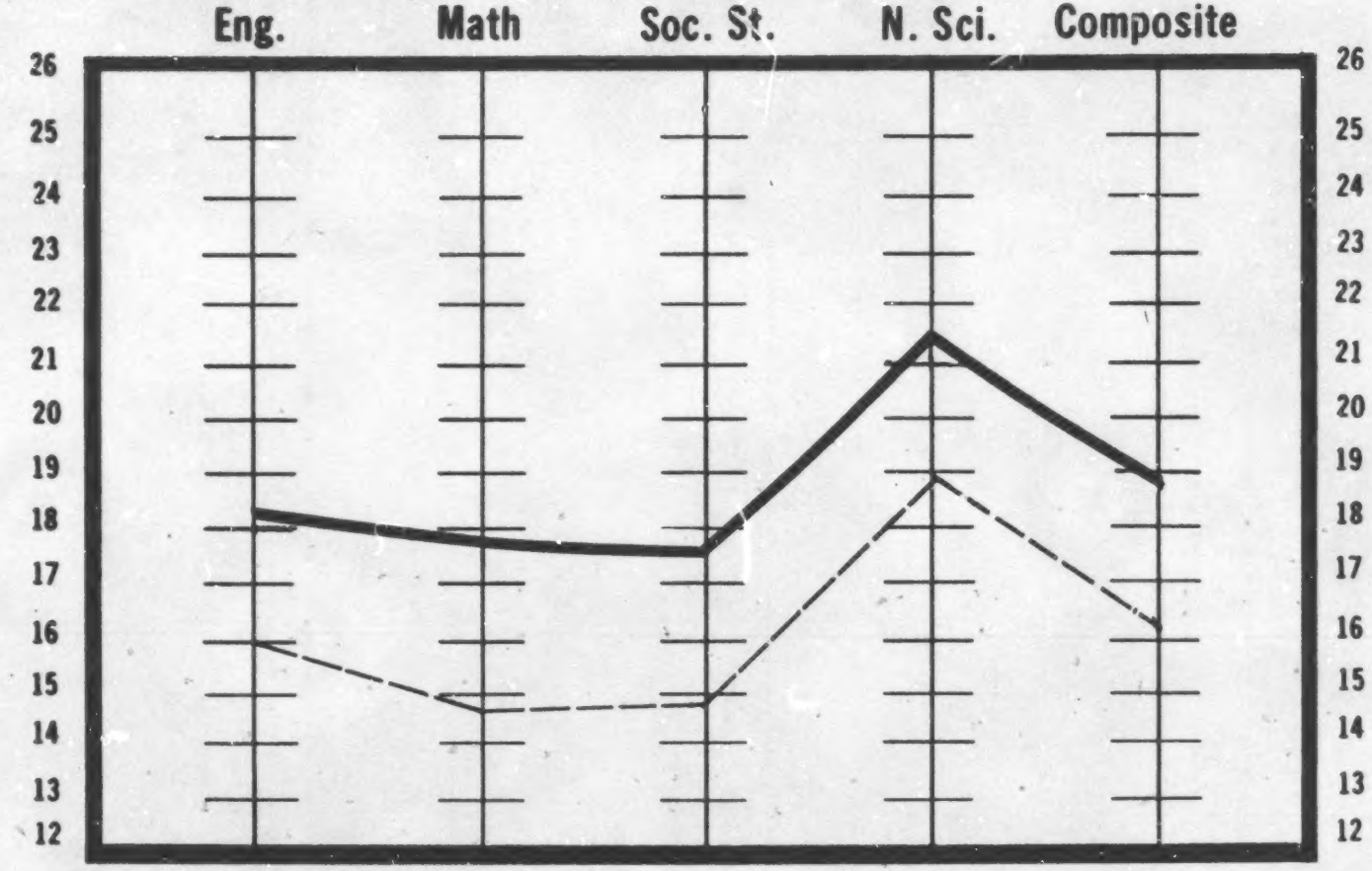
ACT Test	Illinois Community College Enrolled Freshmen		National College and University Freshmen	
	Mean	Stan. Dev.	Mean	Stan. Dev.
English	16.0	5.2	18.2	5.4
Mathematics	14.7	6.9	17.8	7.6
Social Science	14.8	6.6	17.7	7.3
Natural Science	18.9	5.9	21.3	6.4
Composite	16.2	5.2	18.9	5.8
No. of Students	12,196		46,606*	

Stan. Dev. = Standard Deviation. t-test for the differences between Illinois community college freshmen and National college and university freshmen was significant at the .01 level for each subtest..
ACT score range = 1-36
*Represents 10% national sample

The chart on the opposite page illustrates the comparison of the average ACT test scores of Illinois community college freshmen with national norms for all two-year and four-year college and university freshmen.

Each local community college also receives a similar chart with the local college scores marked.

Comparison of the Mean ACT Scores with Means of Other Groups



	Eng.	Math	Soc. St.	N. Sci.	Composite
National Mean: (all college bound freshmen)	18.2	17.8	17.7	21.3	18.9
State Mean: (community college only)	16.0	14.7	14.8	18.9	16.2
Local Mean:	____	____	____	____	____

National: ——— State: — — — — Local:

CHART 1

Source: Local - Table 1.1; State - Table 1.1

SELF-REPORTED HIGH SCHOOL GRADES

Another measure of academic ability that is reported in the ACT Class Profile Report is the self-reported high school grades. Although these are self-reported grades which tend to vary from actual grades received in certain cases, studies have shown them to be fairly reliable when used with large samples. Table 5 shows the average high school grades in the subject areas listed for the Fall 1979 freshmen who took the ACT test.

Women in this report had higher high school grades than did men; however, men scored higher on the ACT tests than did the women. The average high school grades of freshmen have been going up, but the average ACT scores have been decreasing during the past five years.

Table 5

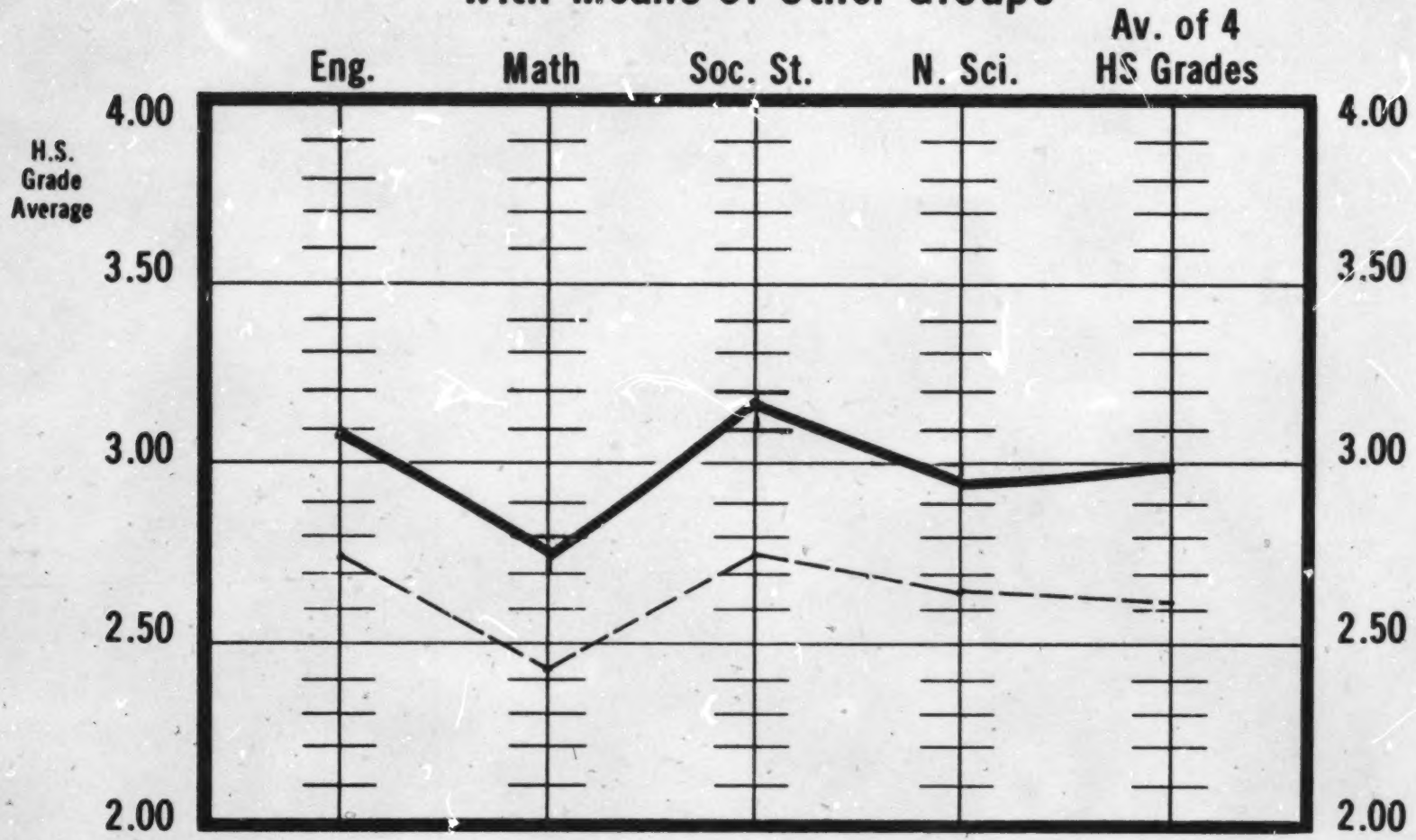
SELF-REPORTED HIGH SCHOOL GRADES FOR FALL 1979 FRESHMEN
ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES
AS INDICATED ON ACT PROFILE

	Men	Women	Total
High School English Grades	2.54*	2.91*	2.75*
High School Mathematics Grades	2.33	2.50	2.42
High School Social Studies Grades	2.71	2.80	2.76
High School Natural Science Grades	2.59	2.72	2.66
Average for the 4 High School Grades	2.53	2.73	2.64

*Mean Grade point Average based on a 4 point scale (A=4, B=3, C=2, D=1) t-tests for the difference between men's and women's grades was significant at the .01 level.

The chart on the opposite page shows a comparison of average (mean) high school grades by subject area of Illinois community college students with national norms. The data show that Illinois community college freshmen have lower high school grade averages than all college and university freshmen in the nation who take the ACT test.

Comparison of the Mean High School Grades with Means of Other Groups



	Eng.	Math	Soc. St.	N. Sci.	Av. of 4 HS Grades
National Mean:	3.09	2.78	3.18	2.97	3.00
State Mean:	2.75	2.42	2.76	2.66	2.64
Local Mean:					

National: ——— State: - - - - Local:

CHART 2

Source: Local - Tables 1.5 & 1.6; State - Tables 1.5 & 1.6

COMPARISON OF ACT SCORES AND HIGH SCHOOL GRADES FROM 1973 THROUGH 1979

The two tables below show an analysis of the average ACT scores and self-reported high school grades for Illinois public community college freshmen from 1973 through 1979. This analysis shows that the average high school grades of these students have been increasing slightly each year until 1977 and have stabilized during the past few years. The average ACT scores, on the otherhand, have been decreasing each year sine 1973. It should be noted that average ACT scores were decreasing nationally until 1977 but have been increasing the last three years.

Table 6

AVERAGE ACT SCORES IN ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN FROM 1973 THROUGH 1979

	English	Math	Soc. St.	N. Sci.	Composite
1973-74	17.0	17.6	17.3	19.5	18.0
1974-75	17.0	17.4	17.1	19.8	17.9
1975-76	16.5	16.2	16.3	19.6	17.3
1976-77	16.4	15.5	15.8	19.3	16.9
1977-78	16.2	15.4	15.4	19.2	16.7
1978-79	16.2	15.1	15.4	19.2	16.6
1979-80	16.0	14.7	14.8	18.9	16.2

ACT scores range from a high of 36 to a low of 1

Table 7

AVERAGE SELF-REPORTED HIGH SCHOOL GRADES FOR ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN FROM 1973 THROUGH 1979

	English	Math	Soc. St.	N. Sci.	Ave. of 4 HS Grades
1973-74	2.61	2.19	2.62	2.45	2.48
1974-75	2.69	2.26	2.70	2.51	2.54
1975-76	2.72	2.30	2.70	2.55	2.57
1976-77	2.75	2.36	2.73	2.60	2.61
1977-78	2.77	2.41	2.78	2.65	2.64
1978-79	2.74	2.42	2.76	2.65	2.64
1979-80	2.75	2.42	2.76	2.66	2.64

Mean Grade Point Average based on a 4-point scale (A=4, B=3, C=2, D=1)

WHY STUDENTS CHOSE THE COMMUNITY COLLEGE

With the enrollments in postsecondary education leveling off or declining, there is considerable interest in knowing why students choose a particular college to attend. The Fall 1979 freshmen enrolled in Illinois public community colleges who took the ACT tests indicated what they considered to be the single most important factor in making a college choice on the profile. Table 8 below shows a comparison of these responses from Fall 1974 through Fall 1979. The most frequently indicated factor for choosing the community college was "field of study." Tuition cost, location, and type of institution were also frequently mentioned. This analysis indicates that students are choosing the community colleges primarily because they are offering the programs that they are interested in pursuing. Lower tuition costs and location of the college are also important factors to many students choosing community colleges.

Table 8

COMPARISON OF SINGLE MOST IMPORTANT FACTOR IN MAKING COLLEGE CHOICE FROM FALL 1974 THROUGH FALL 1979 IN ILLINOIS PUBLIC COMMUNITY COLLEGES ON ACT PROFILE

Factors in Making Choice	Percentage of Students Indicating as Most Important Factor					
	Fall 1974	Fall 1975*	Fall 1976*	Fall 1977*	Fall 1978*	Fall 1979*
Field of Study	47%	47%	47%	48%	47%	49%
Tuition Cost	21%	22%	22%	22%	21%	20%
Location	16%	18%	19%	19%	19%	19%
Type of Institution	12%	11%	9%	10%	10%	10%
Student Body Composition	2%	1%	2%	2%	1%	2%
Enrollment Size	1%	1%	1%	1%	1%	1%
Other Activities	1%	3%	3%	2%	2%	2%

*Percentages do not add up to 100% because some of the students listed more than one factor as being most important.

SPECIAL EDUCATIONAL NEEDS

Table 9 below shows the special educational needs that were indicated by the community college freshmen on the ACT profile. Of particular interest is the large percentage of students who indicate need for assistance for improving math skills (44%), in choosing a major (44%), and for improving study skills (41%). These special educational needs indicate a special need in the community colleges for adequate counseling services and developmental programs. The chart on the next page shows how these special needs of community college freshmen compare with national norms.

Table 9

SPECIAL EDUCATIONAL NEEDS REPORTED BY FALL 1979 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES

Special Assistance Needed In:	Men	Women	Total
Choosing a Major	44%	44%	44%
Improving Writing Skills	26%	30%	28%
Improving Reading Skills	37%	36%	37%
Improving Study Skills	42%	40%	41%
Improving Math Skills	40%	47%	44%
Personal Counseling	30%	30%	30%

Table 10 below shows an analysis of the special education needs of freshmen enrolled in Illinois public community colleges who took the ACT test from 1972 through 1979. This analysis shows that the percentage of students who indicated a need for improving math skills and choosing a major remained the same as last year while the percentage of students indicating a need for a special assistance in other areas decreased during the past year. It is uncertain whether this was caused by a shift in needs or by a change in the sample of the students who take the ACT test.

Table 10

SPECIAL EDUCATIONAL NEEDS REPORTED BY FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES FROM 1972 THROUGH 1979

Soecial Assistance Needed In:	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80
Choosing a Major	41%	38%	39%	44%	45%	44%	44%	44%
Improving Writing Skills	42%	40%	34%	29%	28%	28%	29%	28%
Improving Reading Skills	36%	30%	32%	39%	37%	38%	38%	37%
Improving Study Skills	47%	40%	40%	43%	40%	40%	40%	41%
Improving Math Skills	52%	51%	54%	56%	48%	48%	47%	44%

Percent of Students with Special Educational Needs

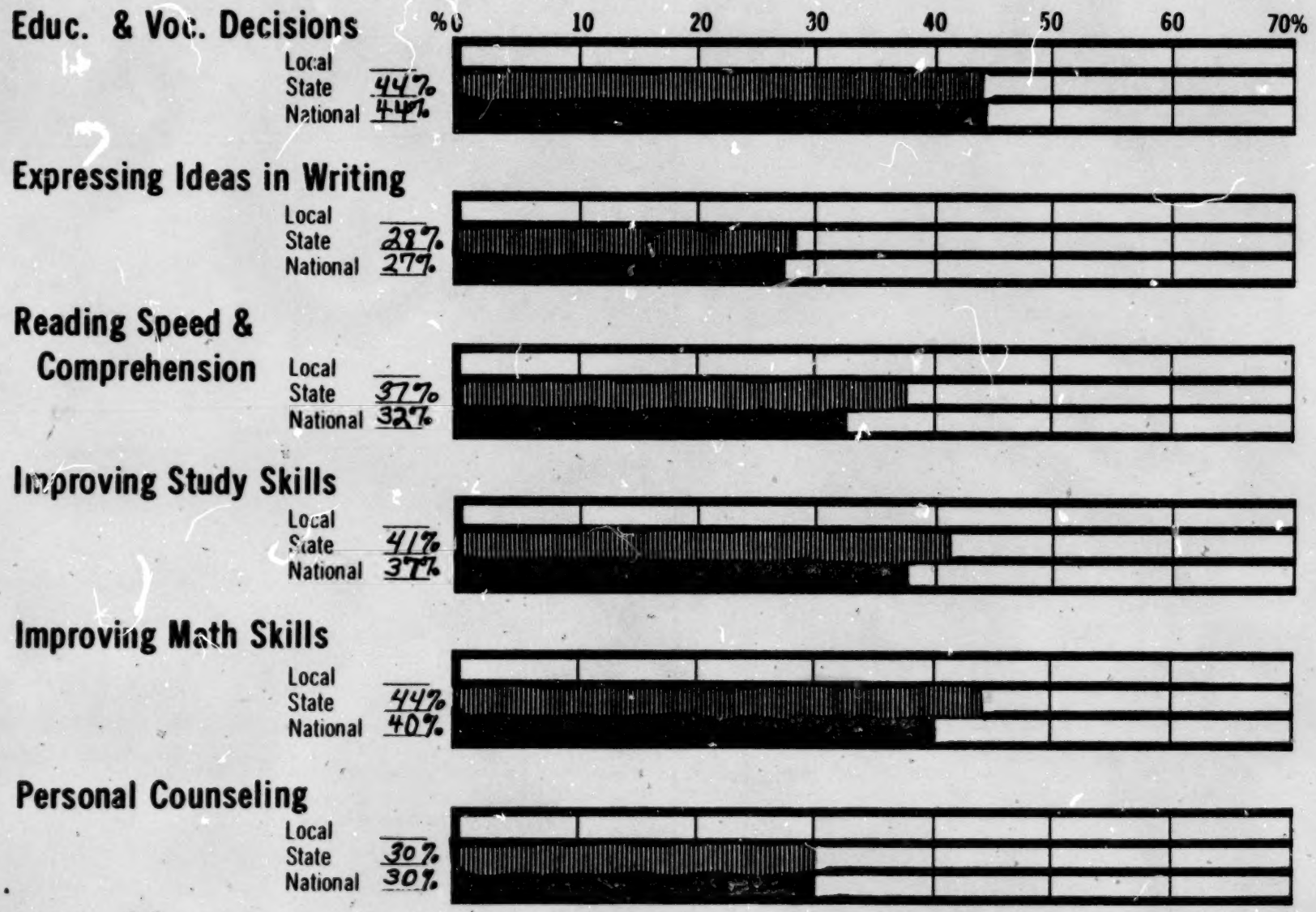


CHART 6 20

Source: Local - Table 4.2; State - Table 4.3

EDUCATIONAL DEGREE ASPIRATIONS

Table 11 below shows the educational degree aspirations of Illinois public community college Fall 1979 freshmen who took the ACT test. The categories shown on the ACT profile represent the highest degree aspirations and do not provide for the step by step progress that many students make in completing first a two-year college degree, then a bachelor's degree, and often later, an advanced degree. Hence, 57% of the students aspired to obtain a bachelor's degree or higher, 31% of the students aspired to obtain a two-year degree, and 6% aspired to obtain a certificate of less than two years in length. These data do not show the great need for short term programs which are in demand by part-time adult students in the public community colleges because the ACT sample is composed primarily of full-time students directly out of high school.

Table 11

EDUCATIONAL DEGREE ASPIRATIONS OF
ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1979 FRESHMEN
WHO TOOK THE ACT TEST

	Men	Women	Total	National College and University Freshmen
Vocational or Technical Program (Less than Two Years)	6%	6%	6%	2%
Two-Year College Degree	26%	35%	31%	11%
Bachelor's Degree	42%	38%	39%	44%
One or Two Years of Graduate Study (MA, MBA, Etc.)	9%	8%	9%	18%
Professional Level Degree (Ph.D, MD, LLB, or JD)	12%	8%	9%	21%
Other	6%	5%	5%	4%

The chart on the next page shows a comparison of the educational degree aspirations of Illinois community college freshmen taking the ACT test with national norms. Of particular interest is the great diversity of degree aspirations of community college students.

Educational Degree Aspirations

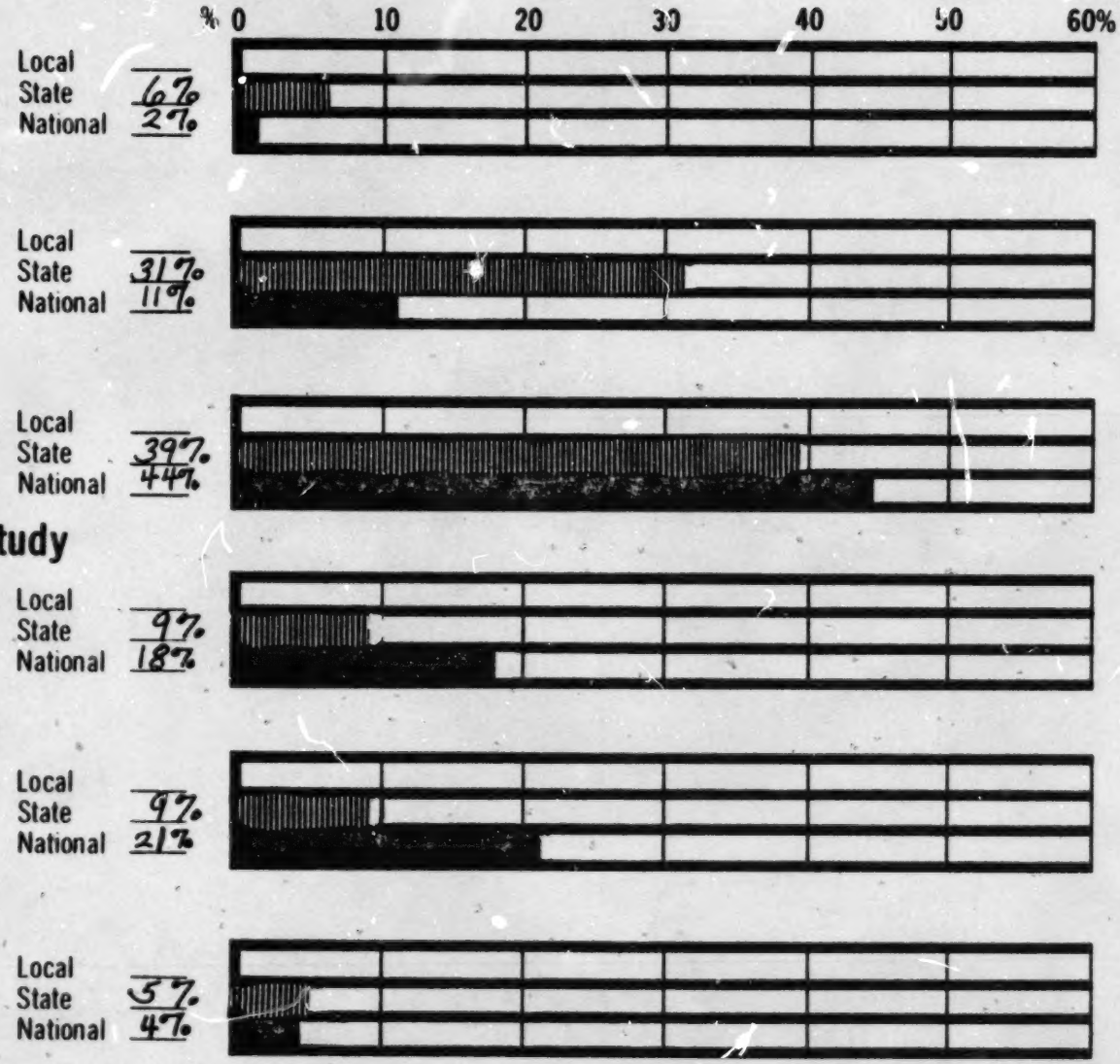


CHART 4

Source: Local - Table 3.2; State - Table 3.2

RACIAL/ETHNIC BACKGROUND BY INCOME LEVEL

Table 12 below shows a distribution of Fall 1979 Illinois community college freshmen who took the ACT test by racial/ethnic background and family income level. This table shows clearly the relationship between minority racial/ethnic background and low income level. In comparision to data received on the ICCB enrollment reports a much smaller percentage of minority groups take the ACT test. For example, Afro-Americans make up over 14.8% of the enrollment in Illinois public community colleges but only 6% of those taking the ACT test.

Table 12

PERCENTAGE DISTRIBUTIONS OF RACIAL/ETHNIC CLASSIFICATION BY INCOME LEVEL

Racial/ Ethnic Category	Family Income of Students								Total	
	Under $3000	$3000-5999	$6000-7499	$7500-8999	$9000-11999	$12000-14999	$15000-19999	$20000-Over	Number	%
Afro-Amer.	20%	22%	9%	11%	13%	10%	6%	8%	450	6%
Amer. Indian	3	9	3	3	22	12	22	24	58	1
Caucasian Amer.	2	4	3	4	10	15	24	38	6332	82
Mexican Amer.	6	8	3	10	12	19	22	20	100	1
Oriental Amer.	6	17	4	13	11	15	19	17	54	1
Spanish Amer.	14	19	12	7	20	7	16	5	91	1
Other	4	8	5	6	14	15	19	28	257	3
Prefer not to respond	5%	5%	4%	3%	11%	16%	25%	32%	370	5%

EDUCATIONAL MAJORS AND VOCATIONAL CHOICES

Table 13 below shows the educational majors and first vocational choices which were reported by Illinois community college freshmen taking the ACT test. The data are shown in percentages and in order of most often reported. Also shown in the table is a comparison with national data for all college and university freshmen taking the ACT test.

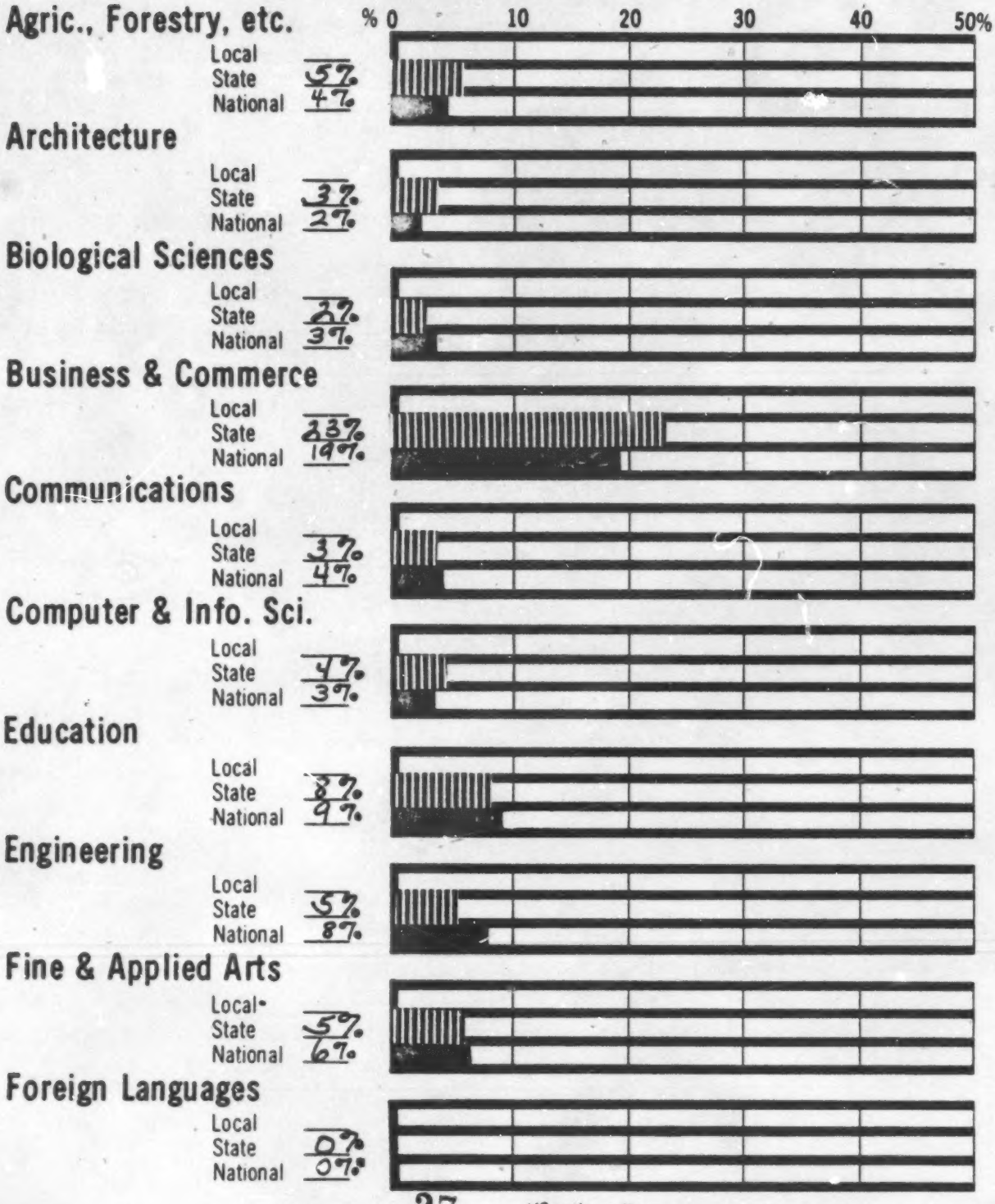
Table 13

PLANNED EDUCATIONAL MAJORS AND VOCATIONAL CHOICE FIELDS OF ILLINOIS COMMUNITY COLLEGE FALL 1979 FRESHMEN COMPARED TO NATIONAL SAMPLE OF COLLEGE AND UNIVERSITY FRESHMEN

	Illinois Community College Fall 1979 Freshmen		National Sample Fall 1979 Freshmen	
	Educational Major	First. Voc. Choice	Educational Major	First Voc. Choice
Business and Commerce	23%	22%	19%	19%
Health Professions	15	16	16	17
Undecided	9	9	8	9
Education	8	8	9	10
Trade & Industrial Tech.	6	7	2	3
Agriculture/Forestry	5	5	4	4
Engineering	5	5	8	8
Fine & Applied Arts	5	5	6	5
Computer & Info. Science	4	5	3	3
Community Service	4	4	3	3
Social Sciences	4	3	7	6
Architecture	3	3	2	2
Communications	3	3	4	4
Home Economics	2	2	1	1
Biological Sciences	2	1	3	2
Physical Science	1	1	2	1
General Studies	2	0	2	0
Letters (Humanities)	0	0	1	1
Mathematics	0	0	1	0
Foreign Languages	0	0	0	0

The charts on the next two pages show comparisons of planned educational majors of Illinoi public community college freshmen who took the ACT test with national norms.

Planned Educational Majors



(Continued)

CHART 3

Source: Local - Table 3.1; State - Table 3.1

*The percentage computed was less than .5 and therefore rounded to zero.

Planned Educational Majors *(Continued)*

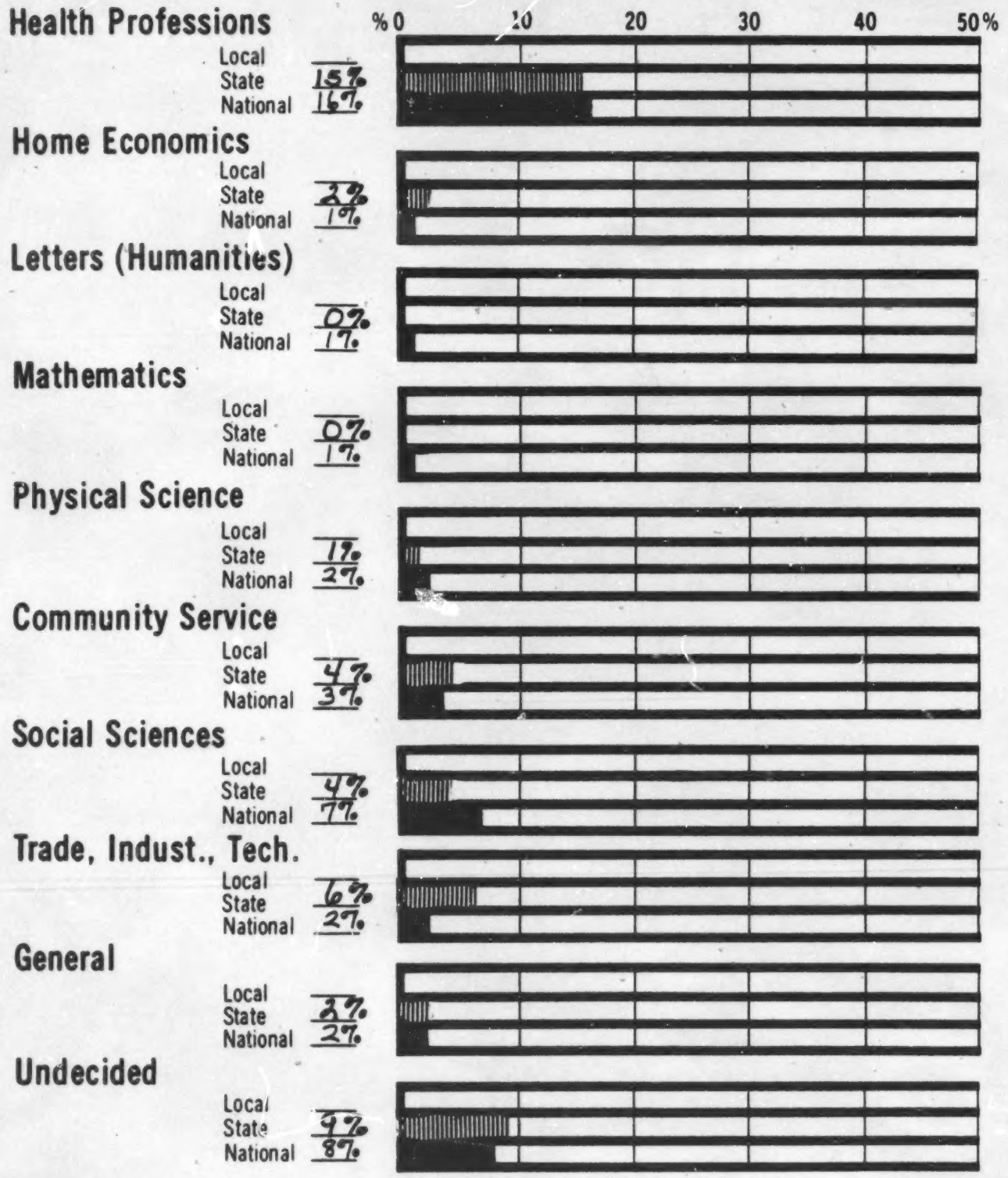


CHART 3

Source: Local - Table 3.1; State - Table 3.1

ESTIMATED FAMILY INCOME OF FALL 1979 ILLINOIS PUBLIC COMMUNITY COLLEGE FRESHMEN

Table 14 shows a summary of a family incomes of Fall 1979 freshmen as estimated by the student on the ACT Profile. Although 13 percent of the students indicated that they did not know their family incomes and other 21 percent considered this information confidential, the data provided are useful for comparative purposes for the individual community colleges.

Table 14

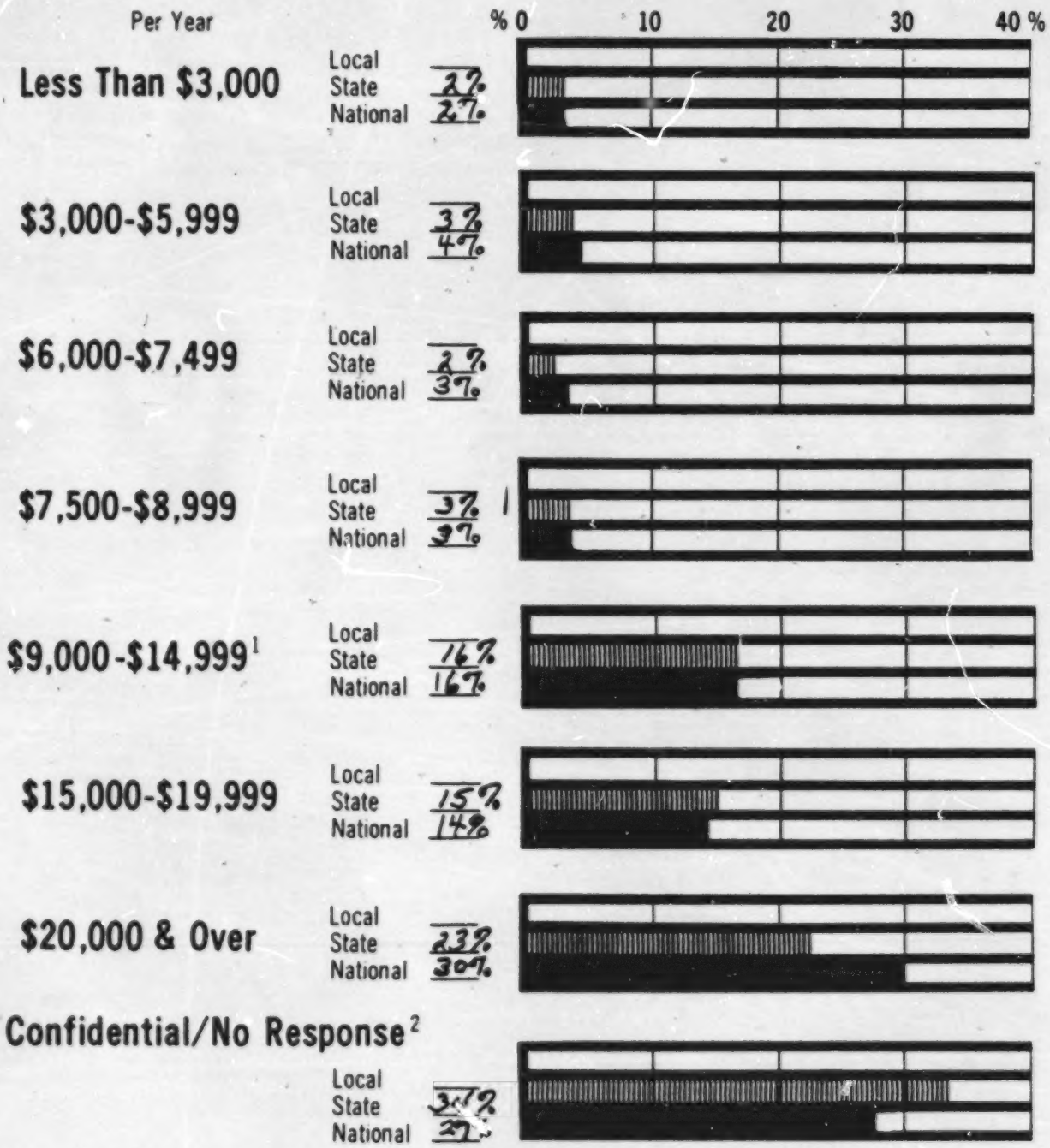
ESTIMATED FAMILY INCOME OF FALL 1979 FRESHMEN ENROLLED IN ILLINOIS PUBLIC COMMUNITY COLLEGES AS INDICATED ON THE ACT PROFILE

Estimated Annual Family Income	Number of Students	Percent of all Responding	Percent of Those Indicating Estimated Income	Cumulative Percent of Those Indicating Estimated Income
Less than $3,000	275	2%	3%	3%
3,000-5,999	411	3	5	8
6,000-7,499	282	2	4	12
7,500-8,999	386	3	5	17
9,000-11,999	868	7	11	28
12,000-14,999	1,156	9	14	42
15,000-19,999	1,820	15	23	65
20,000 & Over	2,812	23	35	100%
Subtotal	8,010	(64)	100%	---
Considered Confidential	2,603	21		
Do Not Know	1,583	13		
Total	12,196	100%*		

*Does not add up to 100% due to rounding.

The chart on the next page compares the income level of Illinois community college freshmen who took the ACT test with national norms.

Students' Estimated Total Family Income before Taxes



[1] Add the two percentages for the categories ($9,000-$11,999) and ($12,000-$14,999).
[2] On Local data, add the percentages for the categories "Consider Info Confidential" and "No Response."

CHART 10

Source: Local - Table 4.5; State - Table 4.3

FINANCIAL AID NEEDS

Table 15 shows the comparison of the Fall 1978 Illinois community college freshmen with Fall 1979 freshmen responding to the ACT item dealing with expected financial aid which they felt they would need in order to help meet college expenses. Over one-half (56%) of all community college freshmen indicated that they would apply for financial assistance and over one-half (56%) indicated they expected to work while in college and would like some assistance in locating employment. This indicates a substantial need for college placement services for students who seek part-time work while they are in college in addition to serving the needs of the students after they complete their education at the community college.

Table 15

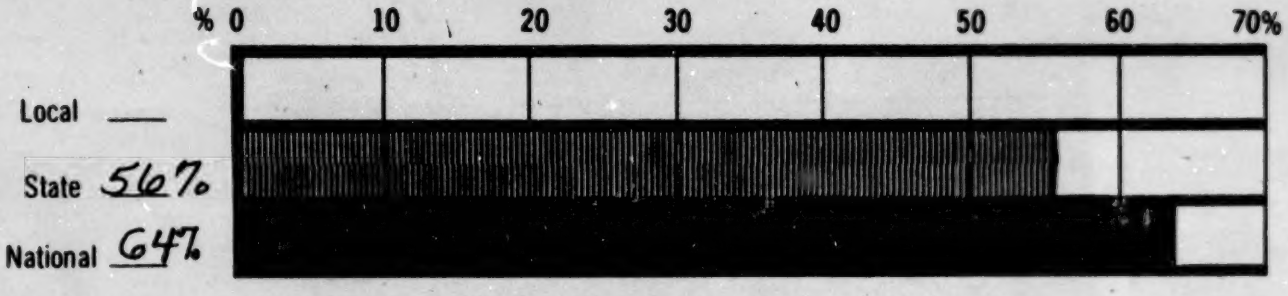
COMPARISON OF FINANCIAL AID NEEDS AND WORK EXPECTATIONS OF ILLINOIS PUBLIC COMMUNITY COLLEGE FALL 1978 FRESHMEN WITH FALL 1979 FRESHMEN AS INDICATED ON THE ACT PROFILE

	1978-79			1979-80		
	Men	Women	Total	Men	Women	Total
Expects to Apply for Financial Aid	54%	58%	56%	53%	57%	56%
Expects to Work While in College and Would Like Help Finding Employment	60%	56%	58%	57%	56%	56%

The chart on the next page shows a comparison of the financial needs of Illinois community college freshmen who took the ACT test with national norms. Although a lower percentage expect to apply for financial aid than the national sample, a nigher percentage expect to work while in college and would like help finding employment.

Percent of Students Who Expressed Financial Need

Expect to Apply for Financial Aid



Expect to Work While in College and Would Like Help Finding Employment

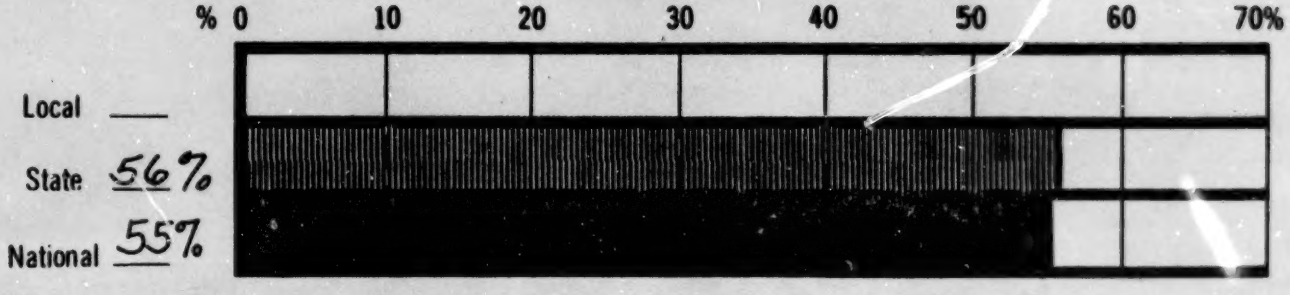


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CHART 9

Source: Local - Table 4.5; State - Table 4.3